Rogue Community College Annual Assessment of Mission Fulfillment Scorecard
2020 2021 Academic Year

Wildly Important Goal (WIG) #1: Access to Educational Opportunities

Objective	Indicator	Target	Assessment	Comments
Objective 1: Improve access to educational and support systems for current and prospective students.	Total # of Applications	No targets set	🛑	Total Applications and Financial Aid Applications incomplete due to Campus Nexus Transition and data issues.
	Total # of Financial Aid Applications			
	Total # of Students Registering			Targets not set; data trending downward and COVID had effects on colleges and universities around the country.
Objective 2: Increase participation of under-served populations in our programs.	Hispanic Student Target: Increase Disproportional Enrollment Report Overall	Increase by 1%	⚠️	0.7% Increase : The percentage of overall credential seeking Hispanic/Latinx students increased from 20.5% in 2019-20 to 21.2% in 2020-21
	Non-Traditional Age: Increase on Disproportional Enrollment Report Overall	Increase by 1%		2.0% Increase: The percentage of overall credential seeking non-traditional students increased from 40.4% in 2019-20 to 42.4% in 2020-21
	CTE Non-Traditional Gender Metric: Increase male percentage	Increase by 1%		3.0% Decrease: The percentage of male student enrolled in non traditional gender CTE courses dropped by 3.0% when comparing 2019-20 (16.9%) to 2020-21 (13.9%).
Objective 3: Create collaborative learning spaces that connect students to other students, faculty, staff and local employers.	Every new building or significant remodel has intentional collaborative learning spaces	N/A	✓	The HPC was completed with intentional student space as well as the minor and significant remodels completed at RWC.

Wildly Important Goal (WIG) #2: Student Success

Objective	Indicator	Target	Assessment	Comments
Objective 4: Construct guided educational pathways.	Average credits earned by Associate Degree completers.	Decrease 1 Credit	✓⭐	MET: Decreased an average of 2 credits from an average of 120 credits per associate's degree completer in 2019-20 to 118 credits for completers in 2020-21.
	Fall-to-winter retention in our First Time in College Cohort	Increase 2%		NOT MET: Increased from 67.08% for the Fall 2019 Cohort to 67.9% for the Fall 2020 Cohort (an 0.7% increase from the previous year)
	Percentage of first time students successful completion of 16+ Credits their first year.	Increase 2 %		MET: Increased from 42.2% for the FTIC Fall 2019 Cohort to 45.4% for the Fall FTIC 2020 Cohort.
	Average student debt for associate degree completers as compared to the previous academic year	Decrease 2% or $150		MET: Decreased $709 for 2020-21 associated completers as compared to the previous year's associate degree completers. This may change as the summer progresses.
	Percentage of first time students completing gateway math their first year as compared to the previous academic year	Increase 2 %		MET: Increased from 11.3% for the FTIC Fall 2019 Cohort to 17.5% for the Fall FTIC 2020 Cohort.
	Equity gap for Hispanic students for percentage of first time students earning zero credits their first term	Decrease 2%		NOT MET Hispanics: Equity Gap increased from 2.4% in 2019-20 to 4.1% in Fall of 2020 for Hispanics
	The equity gap for Non-Hispanic Students of Color	Decrease 2%		MET Non-Hispanic Students of Color: Equity Gap decreased from 3.3% in 2019-20 for Non-Hispanics Students of Color to being 3.4% over the White student group in Fall of 2020. This is a change of over 6 percentage points. ⭐ While this change was significant, the team agreed and data analysis supported it was primarily due to COVID and bandwith issues, and subjectively attributed to the Alameda fires.

Objective	Indicator	Target	Assessment	Comments	SENSE 2018	Interact 2019	Interact 2020
Objective 5: Increase effective student engagement strategies.	Review Questions Related to Early Student Engagement Iteams, First-time students indicating positive agreement	No direct target set; increase positive response percentages	✓				
	1. At least one instructor learned my name				88%	88%	86%
	2. I received prompt written or oral feedback from instructors on my performance				87%	88%	94%
	3. All instructors had activities to introduce students to one another				36%	62%	72%
	4. I participated in extra class sessions with an instructor, tutor, experienced student, or peer coach.				25%	25%	27%
	5. I participated in a required study group outside of class				13%	14%	6%

Objective	Indicator	Target	Assessment	Comments
Objective 6: Decrease student time to completion while maintaining quality education.	Percentage of first time ever enrolled in college freshmen, who enrolled in fall term, who successfully completed at least 16 credits their first year.	2.0% Increases Per Year	⚠️	Target #1: Met
	Percentage of fall students who are completing 16+ credits a year (Momentum point)	Increase 2% for 2 years then evaluate		Target 2: Not Met

Wildly Important Goal (WIG) #3 Collaborative Partnerships

Objective	Indicator	Target	Assessment	Comments
Objective 7: Increase alignment between college programs and local employers.	Employment rates CTE versus LDC Programs by graduates and non-graduates (early leavers).	Targets not identified	🛑	While discussion centered around employment rate calculations, at the time that was very difficult to assess with the resources available and targets were not identified. Additionally, resources that would have explored this further were diverted to ERP revert.
Objective 8: Leverage local partnerships to enhance college strategic goals.	Grant funding	Increase overall grant funding	✓	Grant funding increased, but due to the HEERF Funds. Without those grant funding decreased by 3% from previous year. New 2020-21 Grants Examples Include: • Southern Oregon Promise • KPI Early Learning • CWE STEM Investment Grant • Strong Start Corequisite Design • Rural Community College COVID Relief
Objective 9: Maximize cross-divisional strategies to solve problems creatively.	No direct indicators set, however with the challenges presented (Alameda fire, ERP revert, COVID, etc.) it was recognized cross-collaboration would occur organically and would be documented.	Target not identified	✓	While difficult to measure, perhaps prior to any other year in this strategic plan cycle, cross divisional collaboration was observable, palpable, and most importantly – necessary to overcome the obstacles presented this year. Examples include, but not limited to: • Overtime hours worked by classified, exempt and faculty on the CN revert. • Collaboration of classified, exempt and faculty to get students registered, often "by hand" in Fall and Winter terms. • Partnerships between the Foundation and the College to meet the needs of students affected by the Alameda fire and/or COVID.

✓ = Target Met ⚠️ = Target is on track, needs more work refining, partial objective met, etc. 🛑 = Target Not Met